



## SCENARIO 13

### RETAINING THE STUDENT RECOGNITION PROGRAM

#### STANDARD 5

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

In Scenario 13, respect for the work that has been completed in the past challenges a principal who must make a decision regarding work that must be completed in the future, lest the state of student discipline compromise the learning environment of the school. The challenge faced by the principal is one of accepting the responsibility for school operations while demonstrating appreciation for the work of others. He is also challenged to accept the thesis that his faculty can be inspired to perform at a high level.

#### ISLLC Standards Indicators Exhibited in Scenario 13

##### Knowledge Indicators

The administrator has knowledge and understanding of:

- ▲ Learning goals in a pluralistic society
- ▲ Information sources, data collection, and data analysis strategies
- ▲ Effective communication
- ▲ Effective consensus-building and negotiation skills
- ▲ Information sources, data collection, and data analysis strategies
- ▲ Applied learning theories

- ▲ Curriculum design, implementation, evaluation, and refinement
- ▲ Principles of effective instruction
- ▲ Management, evaluation, and assessment strategies
- ▲ Diversity and its meaning for educational programs
- ▲ Adult learning and professional development models
- ▲ The change process for systems, organizations, and individuals
- ▲ School cultures
- ▲ Operational procedures at the school and district level
- ▲ Human resource management and development
- ▲ Emerging issues and trends that potentially impact the school community
- ▲ The conditions and dynamics of the diverse school community
- ▲ Professional code of ethics
- ▲ Theories and models of organizations and the principles of organizational development
- ▲ Models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic context of schooling
- ▲ Global issues and forces affecting teaching and learning
- ▲ The dynamics of policy development and advocacy under our democratic political system
- ▲ The importance of diversity and equity in a democratic society

##### Disposition Indicators

The administrator believes in, values, and is committed to:

- ▲ Using the influence of one's office constructively and productively in the service of all students and families
- ▲ Professional development as an integral part of school improvement
- ▲ The benefit that diversity brings to the school community
- ▲ A safe and supportive learning environment
- ▲ Preparing students to be contributing members of society
- ▲ Accepting responsibility
- ▲ Recognizing a variety of ideas, values, and cultures
- ▲ Developing a caring school community
- ▲ The right of every student to a free, quality education
- ▲ Importance of a continuing dialogue with other decision makers affecting education
- ▲ Bringing ethical principles to the decision-making process
- ▲ The proposition that diversity enriches the school
- ▲ Making management decisions to enhance learning and teaching
- ▲ High-quality standards, expectations, and performances
- ▲ The ideal of the common good
- ▲ Accepting responsibility
- ▲ A willingness to continuously examine one's own assumptions, beliefs, and practices

##### Performance Indicators

The administrator facilitates processes and engages in activities ensuring that:

- ▲ The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- ▲ Students and staff feel valued and important
- ▲ The responsibilities of each individual are acknowledged
- ▲ All individuals are treated with fairness, dignity, and respect
- ▲ Barriers to student learning are identified, clarified, and addressed



- ▲ There is a culture of high expectations for self, student, and staff performance
  - ▲ Student and staff accomplishments are recognized and celebrated
  - ▲ The school is organized and aligned for success
  - ▲ Time is managed to maximize attainment of organizational goals
  - ▲ Potential problems and opportunities are identified
  - ▲ Problems are confronted and resolved in a timely manner
  - ▲ A variety of sources of information are used to make decisions
  - ▲ Lines of communication are developed with decision makers outside the school community
  - ▲ Multiple sources of information regarding performance are used by staff and students
  - ▲ Knowledge of learning, teaching, and student development is used to inform management decisions
  - ▲ Stakeholders are involved in decisions affecting schools
  - ▲ Responsibility is shared to maximize ownership and accountability
  - ▲ Effective problem-framing and problem-solving skills are used
  - ▲ Effective group-process and consensus-building skills are used
  - ▲ Effective communication skills are used
  - ▲ Diversity is recognized and valued
  - ▲ Opportunities for staff to develop collaboration skills are provided
  - ▲ Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which the school operates
  - ▲ The environment in which schools operate is influenced on behalf of students and their families
  - ▲ There is ongoing dialogue with representatives of diverse community groups
  - ▲ Public policy is shaped to provide quality education for students
  - ▲ Operational plans and procedures to achieve the vision and goals of the school are in place
  - ▲ Professional development promotes a focus on student learning consistent with the school vision and goals
- The administrator**
- ▲ Examines personal and professional values
  - ▲ Demonstrates a personal and professional code of ethics
  - ▲ Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
  - ▲ Serves as a role model
  - ▲ Accepts responsibility for school operations
  - ▲ Considers the impact of one's administrative practices on others
  - ▲ Treats people fairly, equitably, and with dignity and respect
  - ▲ Demonstrates appreciation for and sensitivity to the diversity in the school community

Overfield High School is a large 9–12 urban high school with a student population of 3,000. Over the past six years, the school has experienced an increase in discipline problems and a decline in student achievement and attendance. At least two students have been expelled for having weapons on campus.

In an attempt to change this trend, the principal and staff made a commitment to implement a student recognition program. The program has been in operation for four years. During the first two years of the program, there was a decline in discipline

problems, attendance increased, and the faculty was pleased with the classroom work of their students. However, the last two years of the program have been quite different. Discipline problems are increasing; attendance has fallen by two percentage points, and Principal Jones has noticed signs of waning faculty enthusiasm for the program. In fact, the original, energetic and enthusiastic core of 15 teachers who conceptualized the program and influenced the faculty and student body to adopt it has now dwindled to a group of 5 overworked individuals. Principal Jones realized that something had to be done or the program would fall apart, and all the original gains would be lost. Therefore, early in the spring, he scheduled a series of meetings to review the program.

During the spring review, teachers voiced concerns that the students were losing their excitement with the rewards associated with the program. The faculty also reported instances where they had heard students complain about boredom—too much time sitting still, the “same old prizes,” and too-stiff attendance guidelines. Relative to their involvement, the faculty expressed concerns regarding the behavior of some of the students during assembly programs and the need for a change in the program guidelines. On the positive side, the faculty reported that students expressed enjoyment with the use of field trips, tickets for special events, dances, and food as “prizes.” At the conclusion of the review, it was decided that the student recognition program was a good program that simply needed to be revitalized.

Once the faculty recognized which areas of the program they needed to revise, they spent hours in five different meetings, generating and evaluating ideas and identifying possible changes to the program. After the fifth meeting, Principal Jones looked at his exhausted faculty and said to them, “You have done an excellent job. I will take all your suggestions, compile them, and send you a copy of the compilation during June for your review. We will meet in late August to discuss and finalize the program for next school year.”

The faculty appeared very energized, and everyone left school feeling a sense of accomplishment and voicing satisfaction with the outlook for the new school year.

## REFLECTIVE THINKING AND SCENARIO ANALYSIS

1. What were some early indicators that the student recognition program needed attention?
2. What were some early decisions that could have been made to reduce the likelihood of the problem escalating to the level that signaled a need for the spring review?
3. If it is true that low faculty morale existed before the spring review, what leadership behavior possibly led to the level of satisfaction expressed by the faculty at the end of the spring review?
4. In the scenario, can you cite passages that would serve as evidence that ethical principles were included in the decision-making process?
5. What effect did the disposition of Principal Jones have on his attempt to address this situation? From the scenario, cite passages to support your response.
6. From the scenario, cite instances that would suggest that subordinate participation increases decision quality and acceptance.